

Monitoring Accommodations



south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

Special Ed Directors Call

February 17, 2009

Participation

- Both federal and state laws require that all students with disabilities be administered assessments intended to hold schools accountable for the academic performance of students.
- AYP requires a 95% participation rate.
- SPP for 2009, requires 99.2 % participation for the students with disabilities subgroup.

State and District Assessments

- State Writing – 5, 7, & 10
 - Dakota STEP – 3-8 & 11
 - Dakota STEP-A – 3-8 & 11
 - 8th Grade Technology Assessment
-
- District-wide Assessments (ex. SAT 10)





State Monitoring of Accommodations

Areas of Concern

- ***Read Aloud:***

- High percentage of students with read aloud. Not being documented appropriately

- ***Environmental Adaptations:***

- Students received instructional accommodations but did not receive them for assessment.

State Monitoring of Accommodations

- DOE Monitoring:
 - Districts identified for onsite monitoring, will also have accommodation review included
 - Within 5 year cycle all districts will have accommodation review

Accommodation Monitoring

- What will the Monitoring look Like:
 - Verify accommodations are related to disability
 - Verify assessment accommodations were used for instruction
 - Verify accommodations were provided for assessment

What do we look for?

- **Question 1: *Are the accommodations/modifications appropriate for the skill area affected by the disability?***
 - Special Ed. evaluation information
 - PLOP
 - Annual goals
 - Instructional accommodations
 - Special Factors
- Do the instructional accommodations support the needs identified?

Reviewing the IEP

Individual Education Program

Page 1

Student Name	Meeting Date 2/11/08	Purpose of Meeting <input type="checkbox"/> Initial Eligibility, IEP, Placement <input checked="" type="checkbox"/> Annual Review of IEP <input type="checkbox"/> Three Year Reevaluation <input type="checkbox"/> Dismissal from Services Date: _____ <input type="checkbox"/> Parent Request <input type="checkbox"/> Other: _____
Student Information Management System (SIMS) Number	Age 13 <u>Grade 7th</u>	
	Date of Birth 1/31/1995	
<input checked="" type="checkbox"/> Male <input type="checkbox"/> Female	<u>Date Services Begin 2/12/08</u>	Discussed evaluation results/progress/assessment method <input checked="" type="checkbox"/> Yes _____ (Parent/Guardian initial)
Ethnicity: (W,B,I,H,A) W		Copy of evaluation results received <input checked="" type="checkbox"/> Yes _____ (Pa
School of Residence	<u>Annual Review Date 2/11/09</u>	*Transition Planning Needed <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (<u>If yes, attach applicable transition page</u>
Attendance Center	Parent/Guardian Name, Address, Phone	Student is eligible for special education or special education services as determined by the IEP team <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Date of Eligibility Determination: 3/05/2006		An annual copy of Parent/Guardian Rights was received a _____ (Date) _____ (Parent/Guardian
<u>Three Year Reevaluation Due By: 3/4/2009</u>	Hm: Wk: Parent/Guardian Name, Address, Phone	A copy of the IEP was provided to parent/guardian <input checked="" type="checkbox"/> Yes _____ (Parent/Guardian Initial)

Reviewing the IEP

Present Levels of Academic Achievement and Functional Performance

Using the read-aloud accommodation, on the English: Reading/Literature and Research test correctly answered 31 of 42 items which is a grade appropriate score. He answered more items correctly in the reporting category of understands a variety of printed materials/resource materials (17 of 21) than in the category of understands elements of literature (14 of 21). On the English: Writing test he correctly answered 31 of 44 items which is slightly below grade level. He answered more items correctly on the multiple-choice test (16 out of 20 items) than on the short paper test (15 out of 24). Both tests require the student to use the essential skills of planning, composing, and revising in a variety of forms for a variety of purposes, and editing for correct use of language, capitalization, punctuation, and spelling. His most recent standardized testing shows he continues to perform in the low average range (standard scores ranging from 75 to 85) in basic reading skills and has particular difficulty with fluency and comprehension. These assessment performance indicators are consistent with difficulties in his classes on materials where independent reading is expected. His teachers reported that he is a motivated student who actively engages in classroom activities. He is well liked by peers and successfully participates in extra-curricular activities. The English and history teachers report that he had to be continually redirected during instructional time due to excessive talking. He talks over other students and the teacher during instruction and gets angry when redirected. Assigned seating closer to the teacher and quiet teacher reminders reduced these behaviors but did not eliminate them.

Using instruction-based assessment, class work samples from English, history, and science were analyzed (work samples file, September-January). This revealed that was successful with reading comprehension tasks that require completing a sentence with one word, matching vocabulary with definitions, providing a short answer in writing and verbally (grades ranged from 80%-C to 100%-A). He was less successful with demonstrating his knowledge of concepts covered in these classes when using essay formats (grades ranged from 30%-F to 80%-C). He received better grades on oral presentations on the concepts covered (grades ranged from 80%-C to 100%-A). During several observations in history and English classes, he corrected himself when answering factual questions on the content. When asked to read aloud he approached the task with persistence and was careful to decode the words, which resulted in a slow pace. is able to independently use phonics and word analysis (prefixes and suffixes) to decode vocabulary used in his classes and find factual information from two-page stories or passages. He was more successful answering inferential questions and making predictions when the passage was read aloud to him than when reading on his own due to losing context as a result of his slow pace. He was able to decode but not always define or use science and history vocabulary. He attempted to use context clues to define new vocabulary.

benefits from the use of content enhancement routines, graphic organizers, and verbal discussion of complex concepts, as well as repeated exposure to new information. Class material (textbooks, articles, etc.) and tests above his independent reading level should be provided on tape or read to him, should continue to work on increasing his reading fluency and using strategies to understand and remember new vocabulary. should be provided with strategies to approach creative writing assignments such as, the use of pre-writing techniques to select topics from his knowledge base and how to elaborate. needs positive supports to improve his on-task behavior in class and allow him to control his desire to talk out when it is not appropriate. The acquisition of self-monitoring skills this year will be an asset to him.

parents reported that he is able to successfully learn five new words per week in three content areas history, science, and English using flash cards with cueing three times a week that was provided as part of his homework assignments (parent teacher meeting, October 2007).

stated that he enjoys making things and playing most sports. He enjoys helping his uncle in the family restaurant and thinks that being a chef might be a “fun” job. He stated that he does best on class projects that allow him time to continually re-work until getting to the desired result and not being pressured by deadlines. He stated that he still does not read for pleasure but enjoys documentaries or taped materials. He uses the Internet to find information and enjoys interviewing experts in a topic area to get information.

is in the 7th grade, he was identified in 3rd grade as having a specific learning disability that impacted reading and written language. He also is diagnosed as having attention deficit disorder. During middle school, intervention has been geared to improving reading, writing, and learning strategies, which helped him to keep pace with his same age peers in all his academic classes, without this continued specialized instruction and behavior support he would not be successful in the general curriculum.

Consideration of Special Factors

Page 3

Is the student limited English proficient? ☐ Yes ☒ No

If the answer to this question is "yes", please explain the language needs of the student as these needs relate to the student's IEP.

Are there any special communication needs? ☐ Yes ☒ No

If the answer to this question is "yes", what direct instruction will be provided in the student's mode of communication?

Does the student require Braille? ☐ Yes ☒ No

If the answer to this question is "yes", what Braille services will be provided?

Does the student's behavior impede his or her learning or that of others? ☒ Yes ☐ No

If yes, what strategies are required to appropriately address this behavior, including positive behavioral interventions and supports?

— needs to improve his on-task behavior in class and acquire self-monitoring over his desire to talk out when it is not appropriate.
— has begun to show improvement with verbal reminders and redirection however he continues to need support. To support this but develop greater independence, will keep a two colored disc on his desk. If he wants to talk he will turn the disc to green and wait for a visual cue (nod yes or no) from the teacher to indicate if it is an appropriate time to talk. Data will be collected to determine how often he is requesting at appropriate times and inappropriate times and discussed at the end of the week. When he reaches 80% appropriate requests the chips will be phased out. A physical cue of touching on the back will be used to redirect him to on-task behavior, in conjunction with preferential seating in the front of the room.

Assistive Technology Devices and Services? ☒ Yes ☐ No

If yes, what device or service will be provided? Read & Write Gold software and texts on tape

Physical Education: ☐ Regular ☒ Not Required ☐ Adaptive: Refer to Goals/Goals & Objectives

Hearing Aid Maintenance: ☒ Not Applicable ☐ Yes: Personnel Responsible for Monitoring _____

Describe the monitoring process/frequency necessary for maintenance: _____

Assessment

1. ☒ Student will be taking state and district wide assessments with or without accommodations. (Accommodations will be determined on page 7.) (Annual goals required)
2. ☐ Student will be taking an alternate assessment (The alternate assessment is for students working in the alternate achievement standards) (Annual goal and short term objectives required)
 - a. Does the student meet the significant cognitive disability criteria? (If no, student is not eligible to take the alternate assessment) ☐ Yes ☐ No
 - b. Explain the reason why the student cannot participate in the regular assessment. _____

 - c. Explain the reason why the alternate assessment selected is appropriate for this student _____

3. ☐ State and/or district-wide assessments are not required at this student's grade level during the course of this annual IEP.

Measurable Annual Goal #__1__

When given an appropriate text, will ask four clarifying questions related to the text read, using why/what if/how questions with 100 percent accuracy in three of five trials, as measured by teacher-charted records.

Measurable Annual Goal #__2__

Prior to reading a selection, will look for new and unfamiliar words and use context while reading to define words with 90% accuracy per selection in four out of five trials.

Measurable Annual Goal #__3__

For the introductory chapter in each science and social studies unit, will apply context clues to define identified vocabulary terms and use a dictionary to check to see if their meanings are correct with 80% accuracy for each unit.

~~Accommodations/Modifications/Supplementary Aides and Services~~

1. Read & Write Gold or taped texts for reading units above fluency level, science and social studies

2. _____
3. _____

Frequency

daily

Location

general
classroom

Begin Date

2/12/08

Measurable Annual Goal #__1__

When preparing for a written assignment, _____ will produce a graphic organizer or outline of ideas in the pre-writing process, with 75% accuracy in two of three trials as measured by student work samples.

Measurable Annual Goal #__2__

When given a teacher generated model of organizational strategies and their key components (compare and contrast, organization by categories, and arrangement of spatial order, order of importance, climactic order), _____ will choose a pre-write strategy (outline web) and will organize evidence incorporating key components of organizational strategy before writing a multi- paragraph expository report/essay with 80% accuracy in three of five trials as measured by teacher-made writing rubric.

Accommodations/Modifications/Supplementary Aides and Services

1. Visual aides – organizational charts, templates

2. Extended time for written assignments requiring more than a paragraph response

3. Frequent breaks – after 20 minutes of writing a 5 minute break

4. _____

5. _____

Frequency

daily

daily

daily

Location

general classroom

general classroom

sped and general classroom

Begin Date

2/12/08

2/12/08

2/12/08

Duration

2/11/09

2/11/09

2/11/09

What do we look for?

- **Question 2: *Are the accommodations/modifications provided for DSTEP also provided in their instructional program?***
 - Instructional accommodations
 - Special Factors Page - assessment choice
 - Assessment accommodations on IEP
- Do the instructional and assessment accommodations align?

~~Accommodations/Modifications/Supplementary Aides and Services~~

1. Read & Write Gold or taped texts for reading units above fluency level, science and social studies

2. _____
3. _____

Frequency

daily

Location

general
classroom

Begin Date

2/12/08

Accommodations/Modifications/Supplementary Aides and Services

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2/11/09

2/11/09

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 - c. Explain the reason why the alternate assessment selected is appropriate for this student _____

3. ☐ State and/or district-wide assessments are not required at this student's grade level during the course of this annual IEP.

1. ☐ Student will be taking the assessment without accommodations.

2. ☒ Student will be taking the assessment with the accommodations.

*****Teams must consider if the accommodations are approved for the applicable test administration.**

*****List the accommodations the student will be taking for each test/test area.**

(Only those accommodations identified for instruction on the goal pages can be considered for state and district testing. The accommodations selected for use must relate to the student's disability.)

Grades 3-4-5-6-7-8-11

Dakota STEP

Reading

_Read & Write Gold_____

Math

_none needed_____

Grades 5-8-11

Science

_not given_____

Grades 5, 7 & 10

Stanford

Writing

_Visual aides_____

_Extended time_____

_Frequent breaks_____

District Specific Tests

Name:

Area(s)

_none given_____

What do we look for?

- **Question 3:** Were accommodations identified in the IEP for State Testing “USED” during the assessment administration?
 - Demographic data from the DSTEP page
 - Received from Pearson
 - Assessment accommodations on the IEP
- Do the accommodations bubbled as being used for assessment match the IEP?

Accommodation chart on
page 57 of Test
Coordinator Handbook
(Writing pg. 35)

Reading		Mathematics		Science		Accommodation Codes	Accommodations for Special Populations
IEP/504	LEP	IEP/504	LEP	IEP/504	LEP		Presentation Accommodations
✓		✓		✓		1	Large-print test booklets and/or answer documents
✓		✓		✓		2	Visual aids (magnifiers, templates)
✓		✓		✓		3	Sign language (ASL, cued speech)
		✓				4	Abacus for visually impaired VI students
✓		✓		✓		5	Braille test booklets
✓	✓	✓	✓	✓	✓	6	Test Items read aloud (does NOT include <i>Reading Comprehension</i> passages)
✓	✓	✓	✓	✓	✓	7	Repeating and/or simplifying directions
✓		✓		✓		8	Amplification equipment (hearing aid, auditory trainer)
						9	N/A - DO NOT GRID ON THE DEMOGRAPHIC INFORMATION PAGE
		✓		✓		10	Talking calculators, provided the student is tested individually or with the use of headphones
							Response Accommodations
✓		✓		✓		11	Responses marked directly in test booklet or on large-print answer document, also includes oral, sign language, Braille, and recorded responses to test items (answers must be transcribed to a scorable answer document by scribe)
✓		✓		✓		12	Large-diameter pencil, pencil grip, special pencil or pen
	✓		✓		✓	13	Use of dictionaries, word lists, glossaries
✓	✓	✓	✓	✓	✓	14	Visual organizers (i.e. templates, masks, markers, graph paper, rulers)
							Setting, Timing, and Scheduling Accommodations
✓	✓	✓	✓	✓	✓	15	Environmental modifications (i.e. special lighting, adaptive or special furniture, location with minimal distractions, noise buffers, carrels, special seating)
✓	✓	✓	✓	✓	✓	16	Small-group administration
✓	✓	✓	✓	✓	✓	17	Individual administration
✓		✓		✓		18	Home/Hospital Setting
✓	✓	✓	✓	✓	✓	19	Flexible schedules (i.e. time of day, multiple breaks, etc.)
						20	Other (with prior approval from SD DOE)

Documenting Accommodations (cont.)

1 STUDENT NAME										TEACHER										SCHOOL																													
SCHOOL DISTRICT										GENDER										GRADE										DATE OF BIRTH										TEST DATE (Month/Year)									

2 LAST NAME										FIRST NAME										MI	5 CLASSIFICATION										7 DATE OF BIRTH										8 STUDENT NUMBER									
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1. ☐ Student will be taking the assessment without accommodations.

2. ☒ Student will be taking the assessment with the accommodations.

*****Teams must consider if the accommodations are approved for the applicable test administration.**

*****List the accommodations the student will be taking for each test/test area.**

(Only those accommodations identified for instruction on the goal pages can be considered for state and district testing. The accommodations selected for use must relate to the student's disability.)

Grades 3-4-5-6-7-8-11

Dakota STEP

Reading

Read & Write Gold

Grades 5, 7 & 10

Stanford

Writing

Visual aides

Extended time

Frequent breaks

District Specific Tests

Name:

Area(s)

none given

Math

none needed

Grades 5-8-11

Science

not given



									Reading Test Items read aloud 1
lname	fname	LEP	IEP	504	studentid	districtname	grade	Total Accommo dations	
			Y				7	1	x

Onsite D-STEP Monitoring

- Questions listed from the onsite monitoring sheet are asked.
- Prior to visiting, you will receive a list of student names – their IEP's will need to be printed-
 - IEP will be compared to demographic testing info provided by Pearson
 - Information will be used to determine onsite monitoring visits from SEP

A decorative graphic consisting of a light green L-shaped bar in the top-left corner and a dark blue horizontal bar extending across the top of the slide.

Wrap-Up

Wrap-Up

- What needs to be done today?
 - Are instructional and assessment accommodations aligned
 - No, amend IEP
 - Are all assessment accommodations on the approved accommodation list
 - No, contact DOE for approval or amend IEP

Wrap-Up

- What needs to be done before and on the day of testing?
 - Structure homogeneous groups for small group administration
 - Prepare for read aloud accommodations
 - Make sure everyone involved is aware of what accommodations are to be provided
 - Verify accommodations were or were not used when coding demographic page
 - If not used as documented on IEP complete a test irregularity form

Wrap-Up

- What do needs to be done before the next IEP meeting?
 - Evaluate accommodations to determine if they are still appropriate
 - Get input from the student about their accommodations
 - Make sure need for accommodations can be substantiated and documented

Forms and Technical Assistance

- **SD Accommodations Manual:**

- Learn more about accommodations for instruction and assessment
- Select accommodations for instruction and assessment for individual students
- Administer accommodations during instruction and assessment
- Evaluate and improve accommodation use
- Fact Sheets
- Teacher Tools

Please visit our website:

http://doe.sd.gov/oess/specialed/Assessment_Standards/index.asp

Questions



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